

Reflective listening seems to have a number of benefits to ELL students. (1) They feel that they have been respected and really heard when they hear someone reflect their ideas back to them. (2) If the message wasn't clear, they have an opportunity to clarify. (3) They listen more carefully to the language interactions of the group if they know they may need to reflect the content back in their own words.

Read, Cover, Remember, Retell

In 1999 I wrote about a strategy that had been created by Jan Ellison, a Title I teacher in my district. Since then *Read, Cover, Remember, Retell* (In *Revisit, Reflect, Retell*, Hoyt 1999) has assisted many children in reading more carefully and taking responsibility for consciously focusing on remembering information in text. The steps in *Read, Cover, Remember, Retell* include:

1. Find a partner.
2. *Read* about as much as you think you can cover with your hand.
3. *Cover* the text with your hand
4. Consciously focus on *remembering* what you read. This is a quiet moment for thinking.
5. *Tell* your partner what you remember. (It is O.K. to peek back at the text if you need to.)
6. Read some more and follow the steps again.

Claudia Sanzone, reading specialist and Title I teacher at William Walker Elementary in Beaverton, Oregon, wrote the following to reflect how she and her ELL students took the process, personalized it, and made it their own!

Modifications to Read, Cover, Remember, Retell

Claudia Sanzone

I was teaching a group of third-grade ELL students strategies for comprehending nonfiction materials. I first modeled the *Read/Cover/Remember/Retell* strategy. This strategy asks students to read as much as their hand will cover. With their hand still over the text, they try to remember what they've read and then retell to a partner. If they forget, they can go back and sneak a peek. I always remind them that "re-reading isn't a bad thing. Good readers do that all the time."

I had the students practice this for several days during our small group reading sessions with limited success. Since I wasn't getting the results I was looking for in terms of the students' ability to glean information from their reading, I added a piece to the strategy.

I modeled how to do a quick sketch at the end of each section of reading to collect my thoughts about what I understood. I also modeled how to do a quick word web.

So, now the steps are *Read, Remember, Represent, Retell*. The students tried this revised process by taking time to quickly sketch or word web after each chunk of text *before* telling their partner what they had learned.

Don't Stomp That Bug

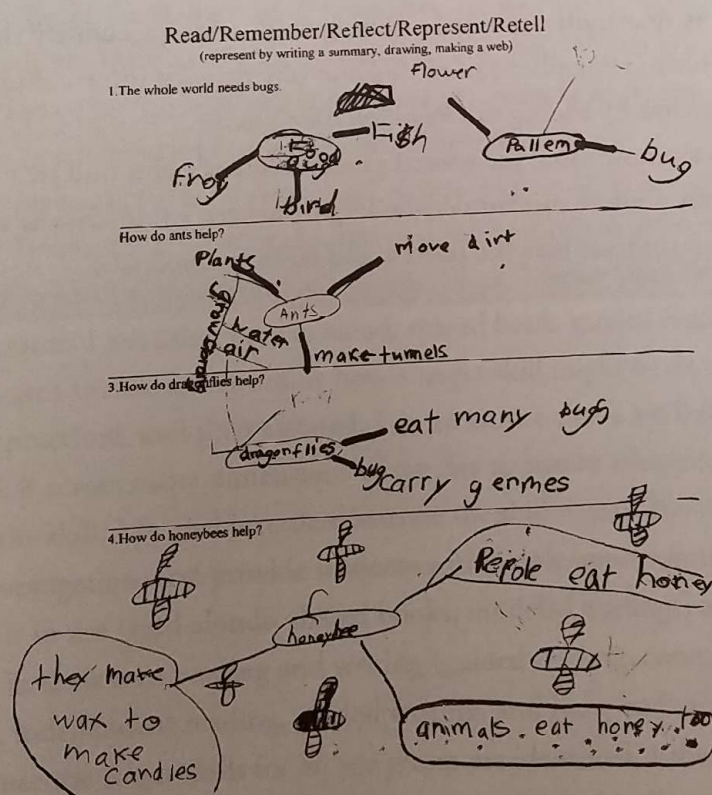


FIGURE 6.3 These samples illustrate the role of visual representation in supporting understanding.

Don't Stomp That Bug

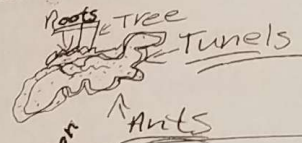
Read/Remember/Reflect/Represent/Retell
(represent by writing a summary, drawing, making a web)

1. The whole world needs bugs.

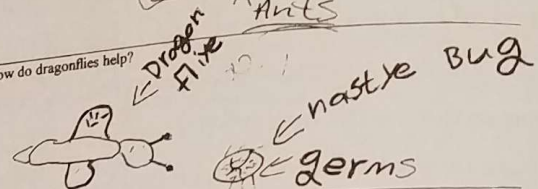


Food For
Fish/Frogs/Birds

2. How do ants help?



3. How do dragonflies help?



4. How do honeybees help?



FIGURE 6.4 These samples illustrate the role of visual representation in supporting understanding.

The students became highly motivated and their level of understanding drastically increased. I was amazed at how accurately they were able to remember and retell some very detailed informational passages just by adding the *Representation* piece.

I am now using the revised process regularly and find that they can easily convert their understanding to written summaries as well. My ELL students love the process and feel very successful.

Chapter 6
Supporting English Language
Learners: Building Content
Knowledge and Language

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Sum It Up

Reader _____ Text _____ Date _____

Good readers take time to stop reading and think about what they have learned. As you read today, stop at the end of each page and think. What did I just learn? What is most important?

Page # _____ Sum It Up Notes

Page # _____ Sum It Up Notes

Page # _____ Sum It Up Notes

Page # _____ Sum It Up Notes

Page # _____ Sum It Up Notes

When you have finished reading, review your notes. If you were to tell someone what you learned, what would you say?

Retelling

Preparing an Informational Retell

Version 1

Reader _____ Title of Book _____ Topic _____

- Create an illustration that shows what you learned in this book. Create labels to show the important parts. You may want to add a caption too.
- Tell a partner about your illustration. Make sure your partner learns what you did. My partner's name is _____.

3. Write about your topic. Be sure to include the important ideas.

Preparing an Informational Retell

Version II

Reader _____ Title of Book _____

Topic _____ Date _____

Prepare a retell of the important points in this book. Select several of the boxes below that will help you remember the key ideas. (You don't need to use all of the boxes.) In each of the boxes you select, you can choose to either draw a quick sketch or jot down your thinking. The goal is to use this sheet to help yourself prepare to retell the most important information from this reading.

Place a \checkmark in the boxes you select.

- ☐ What was the main idea the author was trying to communicate?
- ☐ What else did you learn?
- ☐ If you were to write about this topic and tell just the most important parts, what would you include?
- ☐ What was the most interesting part of this book?
- ☐ If you were going to do further research on this topic, what would you want to learn?
- ☐ Did you think the author presented the information well? Why or why not?

Informational Retell

Reader _____ Book _____

Data Collected by: _____ Topic _____ Date _____

Unassisted Retell

Record in each box with tally marks or anecdotal notes.

Please tell me about the book you just read. I will be listening for the main ideas as well as for interesting facts you include. I am also interested in what you thought about the book. Please feel free to point to the pictures and any parts of the text that will help you share your learning.

Main Ideas	Details	Use of Text Features
Questioning	Conclusions	Inferences
Connections	Mental Pictures	

Assisted Retell

If the information provided above is sketchy, you may want to ask a few probing questions to elicit more from the reader. Try to keep your questions open-ended, such as: Can you tell more about how _____? Were there any other points in the reading you found to be important? If you were going to tell your friend about this, is there anything else you would add? Were you able to make any connections while you were reading?

Retelling Rubric

Reader _____ Book _____

Topic _____ Date _____

- 6 The retell covered all main ideas and included an array of supporting details.

The text was referenced in the retell. On page ____, it stated that ____.

The text features were referenced, in the photo on page ____, it said ____.

Beyond the text, extensions were offered that included logical conclusions, inferences, and ongoing questions on the topic.

- 4 The retell covered most main ideas and many supporting details.

Either the text or text features were referenced, but not both.

The retell had few extensions beyond the text such as logical conclusions, inferences, and ongoing questions.

- 2 The retell covered details but not main ideas.

Facts were accurate.

There was no reference to the text or text features.

There were no text extensions.

- 1 The retell had inaccuracies. Information was minimal.